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ABSTRACT

In 1992, Ticonderoga Central School District, an isolated rural district in New York, advertised for a single elementary education teacher and received over 400 applications. Given recent publicity about an impending teacher shortage, a project was undertaken to determine the true status of teacher supply and demand in New York. Surveys of 63 of the Ticonderoga applicants and 181 administrators from most New York counties (excluding New York City) examined attitudes and perceptions about a teacher shortage or surplus. Applicants indicated that: (1) they had been led to believe there was a teacher shortage; (2) they were very frustrated with job hunting; and (3) they were dissatisfied with their teacher preparation program in the area of employability and marketability. Administrators reported shortages of librarians and physics, foreign language, and chemistry teachers, while reporting apparent surpluses of elementary school, social studies, English, and physical education teachers. Coaching and yearbook advising were the most difficult extracurricular jobs to fill. Since elementary education, history, English, and physical education teachers are the largest teacher populations, there is apparently no teacher shortage overall. Extensive appendices include the survey questionnaires used, summaries of respondent characteristics and results, maps indicating applicant hometowns and colleges attended, applicant comments about job hunting, applicant ratings of their teacher preparation programs, summaries of teacher shortage areas, results from applicants who attended Plattsburgh State University (New York), teacher resume tips, and resources for teacher recruiting information. (SV)

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ED 369 643

TEACHER SHORTAGES AND SURPLUSES IN NEW YORK STATE

PERCEPTIONS OF RURAL TEACHING CANDIDATES AND ADMINISTRATORS

by:

William R. Connors, CAS

MAY 1994

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ABSTRACT

The purpose of this study was to measure perceptions of two groups concerning the idea of a teacher shortage. 100 candidates for an Elementary School teaching job at Ticonderoga Elementary School were surveyed about their attitudes and perceptions of a teacher shortage or surplus as well as their academic preparation. 200 school administrators from across New York State, exclusive of New York City, were asked to list their teaching and extra-curricular shortage areas.

The results of both surveys indicate that the predicted "teacher shortage" is not real except in some isolated fields. Elementary School teacher applicants expressed being misled about a teacher shortage and unprepared to compete in such a highly competitive job market.

The study offers results of both surveys as well as profile and demographic information about the sample populations.

Chapter I

Introduction

Much has been written about the concept of a coming teacher shortage. (Berry, 1988; Cole, 1986; Hammer and Gerald, 1991; Hawley, 1986; Hussar, 1992; Nicholas, 1993; Patrick and Nash, 1991; Snyder, 1991; Tetzeli, 1993; US Dept. of Education, 1993; Watts, 1986.) In addition to literature that both suggests and denies an impending teacher shortage, the popular media are promoting the teacher shortage idea. Nationwide television advertising campaigns urge young people to teach. (Saltzman, 1991) Additionally, various states have been attempting to lure business people and non-teaching professionals into the teaching career through accelerated certification. (Roth, 1986; Saltzman, 1991).

Given this great emphasis on the supply and demand of teachers, it is apparent that this question is significant for research.

Statement of the Problem

In the summer of 1992 the Ticonderoga Central School District advertised for a single Elementary Education Teacher for the upcoming school year. The district advertised across New York State, excluding the City of New York. The district quickly received over 400 applications. Given the rural, isolated nature of the district, district officials were

surprised by the volume of applications. In discussion with other school officials this seemed to be a common phenomenon. Additionally, school officials were surprised by the quality of the applicants.

The problem this project addresses is two fold. First, is there really a teacher shortage in New York State or is it isolated to specific teacher disciplines? Second, what are the perceptions of the potential "hirees" and "hirerers?"

Purpose of the Study

It would logically follow that given the results of Ticonderoga's experience that the supposed teacher shortage may not be a reality. However, the experience Ticonderoga had looking for an elementary teacher might not be the same as a search for another type of teacher. One purpose of the study is to determine which teaching areas are in high demand and which are not.

The secondary purpose of this study is to examine the perceptions of a cross section of teacher candidates in regards to the teacher shortage question.

A third purpose of the study is to isolate results of the teacher candidate survey as it applies to graduates of Plattsburgh State University Education Department.

Significance of the Study

This study is significant due to the great publicity and promotion of the teacher shortage issue. Additionally, little research is geographically specific in addressing teacher supply and demand. This study exams the phenomenon in New York State only, exclusive of the City of New York. Additionally, the study is unique in that it will examine perceptions and attitudes of teaching candidates actually in the teacher market.

Research Questions

The questions purposed by this survey are; in what areas of the teaching profession are there shortages, if any, in New York State. Secondly, the study asks prospective Elementary School teachers about their experience in the teacher job market.

Limitations

1. The study is limited to the area of upstate New York and Long Island and does not address the New York City area or the rest of the nation.
2. The Teacher Candidate Survey is limited to Elementary School candidates.

3. The survey only reflects public schools and public school teachers in New York State, no private or parochial schools are involved in this study.

Assumptions

1. Administrators surveyed represent a good cross section of urban, rural and suburban schools.

2. Teaching candidates surveyed represented a pool of applicants that may be typical of any pool of elementary school teacher applicants candidating at a rural New York State district.

Summary

Chapter One included an introduction, statement of the problem, purpose of the study, significance of the study, research question, limitations, and assumptions.

Chapter One presents the issue of teacher shortages or surpluses. It points out the need to investigate the reality of a teacher shortage in the State of New York and in what academic areas. If further offers a secondary question about what its like to be in the teacher market.

Chapter II
Review of the Literature

This chapter will serve as a very brief review of the literature previously mentioned in the introduction. The literature in the teaching market tends to fall into five categories for purposes of this research. They are: 1) literature that suggests a teacher shortage; 2) literature that suggests there is not a shortage, or that it is isolated to a few areas; 3) literature that examines teacher preparation programs in light of the teacher supply; 4) literature that involves non-traditional teachers in the teacher market; and finally 5) literature that examines school's hiring practices.

Several researchers have suggested a teacher shortage is imminent in the 1990's. (Cole, 1986; Hawley, 1986; Snyder, 1991; Tetzeli, 1993; Watts, 1986). All of these authors suggest that the children of the baby boom will create a great new demand for teachers. Watts (1986) suggests the "boom" will last a decade. Cole (1986) echoes a concern that the shortage is more of quality teachers, although acknowledges that a shortage exists. Tetzeli (1993) reporting in an American Federation of Teachers' report says that the demand for more teachers is immediate, but will peak in 2002.

Other researchers suggest there is not a teacher shortage, but rather only some selected shortage areas. A shortage of minority teachers (Education Commission of the States, 1990;

Middleton, 1988) is well documented.

Shortages in certain academic areas exist according to several reports (CAM Report, 1993; Nicholas, 1993; State Education Department (NY), 1993; US Department of Education, 1993). For example, Nicholas (1993) points out that Social Studies teachers, Physical Education teachers and Health teachers will be in "considerable surplus." While Speech, Special Ed., and Bilingual Educators will be in "considerable shortage" in 1992.

Several studies indicate that better teacher preparation is the key to using various surpluses and shortages (Book, Byers & Freemen, 1983; Book & Freeman, 1986; Bingham, 1990; Brookhart & Freeman, 1992). Several of these studies allude to the failure to emphasize content vs. pedology. None of these studies indicates that teacher preparation programs are preparing their students for the possibility of a shortage or surplus in their desired area.

A fourth area of the literature deals with the growing number of states that have passed legislation to encourage business and other non-teacher professionals to enter the teacher market. (Roth, 1986; Saltzman, 1991)

Roth (1986) predicts that any teacher shortage will result in greater use of these professionals and more relaxed standards for certification. Similarly, Saltzman (1991) reports that such professionals may add diversity but don't guarantee success.

Finally, there is very little research on how administrators can cope with shortages or surpluses when faced with hiring decisions. Al-Rubaiy (1993) offers suggestions to better hiring, but only vaguely alludes to the market.

The area of hiring during the next decade and the area of teacher education preparation are two areas specifically addressed by this study as it is relatively absent from the literature.

Summary

Chapter Two was dedicated to a very brief review of the literature on the issues related to teacher shortages and surpluses. Two noticeable areas that seem to be neglected from the literature involve the following. First, little has been written about how administrators perceive or deal with the possible shortages and surpluses. Secondly, there is scarce information for teaching candidates and/or teacher preparation educators for dealing with the same issue.

This study and its results reflect some of the literature. It also addresses the two areas mentioned above, which have little representation in the literature.

Chapter III
Methodology

Chapter Three will explain the methods of research used, the populations sampled, procedures, survey instruments and other steps used in the study.

Population and Sample

Two surveys were conducted by mail in 1993. Both surveys were generally limited to New York State exclusive of the City of New York. It will be more helpful to examine the two surveys individually.

The first survey was done on a random sample elicited from the 401 applicants for an elementary teaching position at Ticonderoga Central Schools in New York. 100 applications were drawn randomly from the applicant pool.

The second survey was done on a random sample of school administrators from the New York State Directory of School Administrators. 200 administrators were selected representing urban, suburban and rural district and every county of New York State, excluding New York City.

Procedures

The 100 teacher candidates were selected and mailed a cover letter and survey with a self addressed and stamped return envelope. (See Appendix 1 and 2) A second mailing was done one month later and 63 of the 100 candidates returned their surveys.

A second survey of administrators was sent in December 1992 with a cover letter and the survey was printed on a postcard-size stamped card. (See Appendix 3 and 4) A second mailing was done in January of 1993. A total of 181 returned their surveys for a return rate of 91%.

Instruments

The survey for teacher candidates was a non-standardized survey based on a number of factors. The survey asks profile information, educational background, the source of job openings, perceptions about teacher shortages, ratings of various aspects of their education preparation program, and comments on the teacher market. (See Appendix 2)

The survey for school administrators was a brief non-standardized survey. It asked administrators to check six teaching certification areas that are most difficult to fill (shortage areas). Nineteen teaching areas were listed as well as an area to write-in other areas not listed. Additionally, administrators were asked to name the extra-curricular job that was most difficult to fill.

In drawing up this survey, several highly specific certification areas were not directly listed such as speech, school social worker, etc. Only nineteen areas that are most common to New York State public schools were listed. There was the "other" area available for "write-ins."

Summary

Chapter Three discussed the procedures used for the two surveys conducted. A profile of the teacher candidate pool appears in Appendix 5.

A profile of the administrators survey pool appears in Appendix 6.

Appendixes 7-9 show where teacher candidate respondants lived, went to undergraduate school and graduate school. Appendix 10 shows the distribution of district administrators surveyed by county.

Appendix 11 lists work experiences listed by teacher candidates.

Appendix 12 lists "second" certifications held by the elementary candidates surveyed.

Chapter IV
Results

Results of Teacher Candidate Survey

The results of the teacher candidate survey showed several distinct trends. Candidates were largely led to believe there was a teacher shortage (See Appendix 5). Comments suggested great frustration with the process of job hunting (See Appendix 13), and results of the rating scale of their teacher preparation program indicated a general dissatisfaction with skills related to employablity in a competitive market (See Appendixes 14-15).

Appendix 16 shows what sources of job information the candidates relied on the most.

Appendixes 19-20 show the results of Plattsburgh State students isolated from the rest of the population.

Results of Administrators Survey

Administrators reported a variety of shortage areas. The most severe being for Physics teachers, Foreign Language teachers, Chemistry teachers and Librarians (See Appendix 17).

What seems to be more universal are the areas that no shortage appears. Only one of the 181 surveyed indicated elementary teachers were difficult to find, and that respondant indicated a caveat by writing in, "males only." Also in apparent surplus are Social Studies, English and Phys. Ed. teachers.

This is consistent with Nicholas'(1993) findings nationally.

In extra-curricular jobs coaching and yearbook advising were rated as most difficult to fill. (See Appendix 18)

Summary

Chapter IV discussed results which are largely presented in the form of maps, tables and charts as Appendixes 1-20.

Chapter V
Conclusion

The results answer the research question about teacher shortages in New York State. Some of the most salient points of the results follow.

Conclusions About Teacher Survey

Teaching candidates are clearly frustrated and misled as to their employability in the elementary teacher market. They clearly show that they were led to believe there was a shortage of teachers. 77% indicate this fact. They most frequently list college professors and the popular media as the sources of this perceived disinformation.

Candidates also express displeasure in their teacher education preparation programs in the area of employability and marketability. This area is discussed little in the literature as mentioned earlier. In other areas of their education program they are generally pleased.

Conclusions About Administrators Survey

It is clear that national statistics about surpluses (Nicholas, 1993) are consistent with the New York State population surveyed. Since Elementary Teachers, History Teachers, English Teachers, and Physical Education Teachers make up four of the largest teacher populations, it would follow that a surplus in all of these areas shows that there

really is not a "teacher shortage."

The point here is that for the majority of possible teaching positions there is no shortage. Therefore, nation-wide campaigns claiming such are misleading.

Implications

The implications of these findings are clear. People going into the teaching field need to learn the skills and information to make positive career decisions. High School guidance counselors and education professors need to present this information to their students to avoid some of the frustration so poignantly written on the comments from candidates (Appendix 13).

Similarly, administrators must realize the advantages of teacher surplus areas and disadvantages in teacher shortage areas. Recruitment and retention of teachers becomes a far more complex issue when these findings are added to such consideration.

Recommendations

Based on the findings of this study, the following recommendations are offered.

1. High School guidance counselors need to present teacher shortage/surplus information to their students interested in teaching.

2. College teacher preparation programs need to present this information. Additionally they need to offer their students suggestions on making themselves more marketable. (See Appendix 21)

3. This study could become the basis for further work directed at informing education students.

4. Administrators need to tailor their recruiting efforts around the position they are recruiting. Such efforts would save recruiting dollars in surplus areas and cost more in shortage areas. Appendix 22 offers some recruiting methods for New York State administrators.

5. Plattsburgh State results reflect the general survey sample. It should, however, be noted that Plattsburgh students especially felt that employability and self marketing skills were not adequate.

Finally, it is important to note that demographics are always changing and this information may become obsolete in a few years. Therefore following patterns of enrollment, teacher trends and legislative changes are important for teachers and administrators alike.

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TICONDEROGA CENTRAL SCHOOL DISTRICT

351 AMHERST AVENUE
TICONDEROGA, NEW YORK 12883

Robert L. Collins, Jr., Ed.D.
Superintendent of Schools
518-585-6674

William R. Connors, CAS
Administrative Assistant
518-585-7422

June 30, 1992

Dear Applicant:

Greetings from the Ticonderoga Central School District. We would like to thank you for applying for our second grade position. We never anticipated the response we received. We received 355 applications for this position before the June 1, 1992 deadline, and another 50 after the deadline.

I have reviewed all 355 applications and forwarded them to the principal of the elementary school for review. We are sorry for the delay, but we truly are looking at all 355. We anticipate narrowing down that pool to 50 top applicants, then interviewing a couple dozen of those candidates sometime in late July.

I was so interested in this response that I have decided to make a project out of this situation. I believe that we in education better examine the whole concept of teacher recruitment and preparation. I find Ticonderoga is not the only place where hundreds of applicants are competing for single job openings.

I have enclosed a survey that need not be signed. Your answers in no way will influence the selection process, as the surveys will be tabulated after the interview. Please be as honest as possible. I am hoping this project may help to inform people of just how difficult it is to get a teaching job in the 1990's. Thanks for your help.

Sincerely,

William R. Connors, CAS
Administrative Assistant

WRC:wmd

APPENDIX 1A

TICONDEROGA CENTRAL SCHOOL DISTRICT 19

351 AMHERST AVENUE
TICONDEROGA, NEW YORK 12883

Robert L. Collins, Jr., Ed.D.
Superintendent of Schools
518-585-6674

William R. Connors, CAS
Administrative Assistant
518-585-7422

August 27, 1992

Dear Colleague:

Some weeks ago I sent you a survey on teaching positions and the teacher market. I have received many responses but I am sending a second mailing to try to increase the return rate.

This project is an attempt to show teacher preparation educators that there is a problem in New York's teacher market. The initial responses I have received indicate a great deal of frustration on the part of teacher candidates.

Since I am sending these surveys to everyone randomly, for a personal project, I am not sure which of you landed the job here in Ticonderoga and which did not. I appreciate your interest in our district and this project. Feel free to call in regards to this effort. Best of luck to you.

Please return completed surveys in enclosed self-addressed envelopes.

Sincerely,

William R. Connors, C.A.S.
Administrative Assistant

WRD:wmd

Enc.

Survey No. _____

ELEMENTARY EDUCATION CANDIDATES SURVEY

Sex: M or F (circle one) Age: _____ Marital Status _____

Undergraduate degree earned @ _____ Yr. _____
College or University

Graduate degree from: _____

Graduate work only from: _____

1. About how many schools have you applied to this summer? _____

2. About how many openings in Elementary Education have you seen for the 1992-93 school year? _____

3. What is your major source of information about these openings?

____ local newspaper, name: _____

____ college placement office, college: _____

____ National job postings or agencies: Name: _____

____ Other: Name: _____

4. How did you find out about the job in Ticonderoga?
Name of Source: _____

5. Were you an elementary education teacher recently laid off due to budget cuts, declining enrollments or other non-disciplinary reasons? Yes _____ No _____

6. Is this the first full time teaching job you are applying for?
Yes _____ No _____

7. Were you lead to believe that there would be a "teacher shortage" in elementary education? Yes_____ No _____
If you checked "Yes" check the reasons you were lead to believe there was a teacher shortage.

_____ Television Advertising

_____ Current literature

_____ College professors or counselors

_____ Others, state: _____

_____ High School Counselors

8. Rate your elementary education preparation in college (undergraduate)
3 - Excellent, 2- Satisfactory 1-Unsatisfactory 0-Non-existent

_____ Student teaching experience
_____ College course work
_____ Information about jobs and job market
_____ Information about certifications, coaching, other marketable skills
_____ Resume writing, interviewing and job strategies
_____ Current education trends i.e. Coop. Learning, Whole Lang., etc.
_____ Student behaviors, discipline techniques, etc.
_____ Teaching content areas
_____ Special education skills, and mainstreaming strategies
_____ Education (EDU) courses generally
_____ Your Education professors generally
_____ Use of computer & technology in the classroom

What area(s) did you wish your college preparation would have emphasized more: _____

9. Now that you see that the Elementary Ed. market is so competitive, do you wish.....

_____ .... you could have switched majors or career paths

_____ .... to pursue a teaching job regardless of the competition.

10. Have you been interviewed at any other districts this spring/summer?

_____ Yes _____ No If Yes, where? _____

11. Have you been offered a full time teaching position yet? _____ Yes _____ No

12. For Plattsburgh State Alumni only: What Education Course (EDU) was most valuable in your opinion? (outside of your student teaching or block work?)

Title: _____

13. Any comments you have on the process of getting an elementary teaching job in 1992? _____

_____

_____

_____

Thanks for your time. Please return survey to me in the enclosed envelope. Good luck to you.

APPENDIX 3

TICONDEROGA CENTRAL SCHOOL DISTRICT

351 AMHERST AVENUE
TICONDEROGA, NEW YORK 12883

Robert L. Collins, Jr., Ed.D.
Superintendent of Schools
518-585-6674

William R. Connors, CAS
Administrative Assistant
518-585-7422

December 15, 1992

Dear Fellow Administrator:

I am doing a research project on teacher shortages and surpluses in New York State. The enclosed, stamped survey card should only take you a few seconds to fill out.

On the card please check the 6 most difficult certification areas to fill in your opinion. I realize you may or may not have direct hiring responsibilities, but based on your knowledge of the current teacher market, give your opinions. Also, please circle the one area you believe to be in greatest demand. Finally, please note the co-curricular position you feel is toughest to fill, i.e., Girls' Softball Coach, etc.

Thanks for your time, have a productive new year.

Place your return address on front of postcard if you wish to see the results.

Sincerely,

William R. Connors

William R. Connors, CAS
Assistant to Superintendent

WRC:wmd

APPENDIX 3A

TICONDEROGA CENTRAL SCHOOL DISTRICT

351 AMHERST AVENUE
TICONDEROGA, NEW YORK 12883

Robert L. Collins, Jr., Ed.D.
Superintendent of Schools
518-585-6674

William R. Connors, CAS
Administrative Assistant
518-585-7422

January 26, 1993

Dear Fellow Administrator:

Two weeks ago I wrote you asking you to complete a very short survey on teacher shortage areas. Over 150 of the 200 administrators surveyed responded, this second mailing is an attempt to get the remaining 50 surveys.

Please return the enclosed survey by checking the 6 certification areas you have the most problem finding in today's job market. Circle the one of the six you believe to be the toughest area to fill. Also, indicate which specific extra curricular position is toughest to fill.

The surveys are pre-postage paid and only take a minute to complete. If you would like a copy of the results, please put the return address on the front of the post card.

Thanks for your help.

Sincerely,

William R. Connors, CAS
Administrative Assistant

WRC:wmd

TEACHING SHORTAGE AREA SURVEY

Dear Administrator:

Please check (√) the 6 certification areas you believe to have the greatest shortage. Please circle the one area of the six, you believe to be most in demand.

- ☐ Elementary Ed.
- ☐ Health/ P.E.
- ☐ Special Ed.
- ☐ School Librarian
- ☐ Guidance Counselor
- ☐ Business Ed.
- ☐ Foreign Language (7-12)
- ☐ Social Studies(7-12)
- ☐ English Ed. (7-12)
- ☐ Earth Science
- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Others:
- ☐ Math Ed. (7-12)
- ☐ Art Ed.
- ☐ Music Ed.
- ☐ Technology (7-12)
- ☐ Home Economics(7-12)
- ☐ Compstry Ed.(Ch. 1/PSEN)

What do you feel is the toughest co-curricular position to fill? _____

PROFILE OF APPLICANTS AND SURVEY RESPONDENT POOLS

Populations

Total Applicants	401	Total Surveyed	100
Total received by deadline	355	Total Returned	63

Total Applicants (n=355)			Total Respondents (n=63)	
No	%	Characteristic	No.	%
38	11%	Males	3	5%
317	89%	Females	60	95%
201	60%	SUNY System College	38	60%
135	40%	All Other Colleges	25	40%
77	36%	Have Masters Degree	14	32%
137	64%	Some Graduate Work	30	68%

Results of Survey Questions

		No.	%
- Were you recently laid off?	YES	6	10%
	NO	57	90%
- Are you a first time job seeker?	YES	30	48%
	NO	33	52%
- Would you have switched careers had you known how competitive the market is?	YES	11	19%
	NO	49*	81%
- Were you led to believe there was a teacher shortage?	YES	49	77%
	NO	19	23%
- Who suggested that there was a teacher shortage?			
1. College Professors		31	32%
2. Current Literature		24	25%
3. Television		21	22%
4. H.S. Guidance Counselors		13	13%
5. Word of Mouth		5	5%
6. Current Teachers		3	3%
	Totals	97	100%

* several respondents wrote in that they wish they could change majors.

ADMINISTRATOR SURVEY INFORMATION

Number surveyed:	200
First mailing:	12/15/92
Returned after first mailing:	151
Second mailing:	01/26/93
Total Returned	181
Return rate:	91%

WHICH ADMINISTRATORS WERE SURVEYED

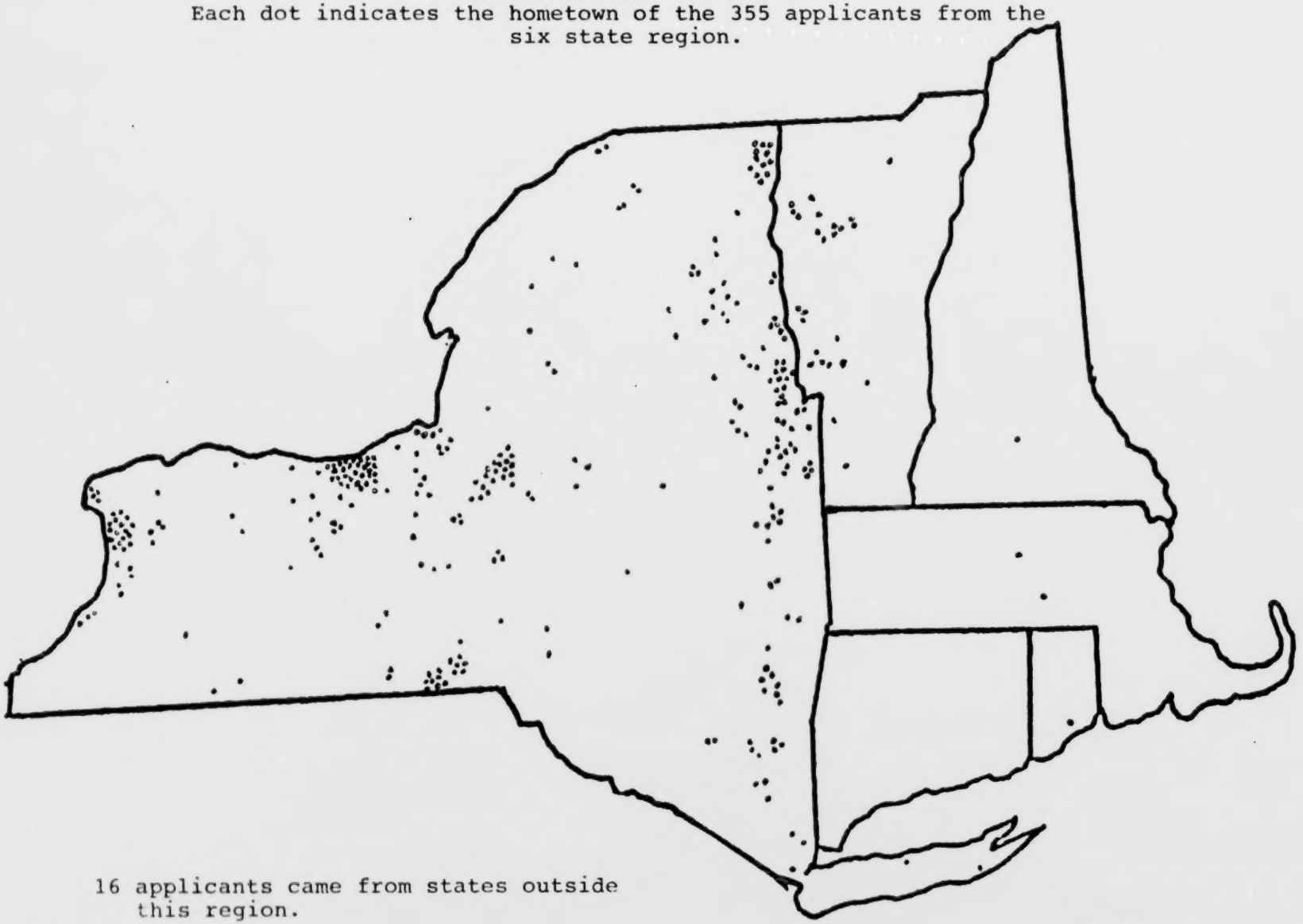
	Number Surveyed	Number Returned	Return Rate
Superintendents	88	79	90%
Secondary School Principals	63	57	90%
Personnel Directors	30	29	97%
Elementary School Principals	19	16	84%
Totals	200	181	91%

DISTRICT DEMOGRAPHY

	Surveyed	Returned	Return Rate
Rural District Surveys	75 (37%)	70	93%
Urban District Surveys	54 (28%)	46	85%
Suburban District Surveys	71 (35%)	64	90%
Totals	200 (100%)	180	90%

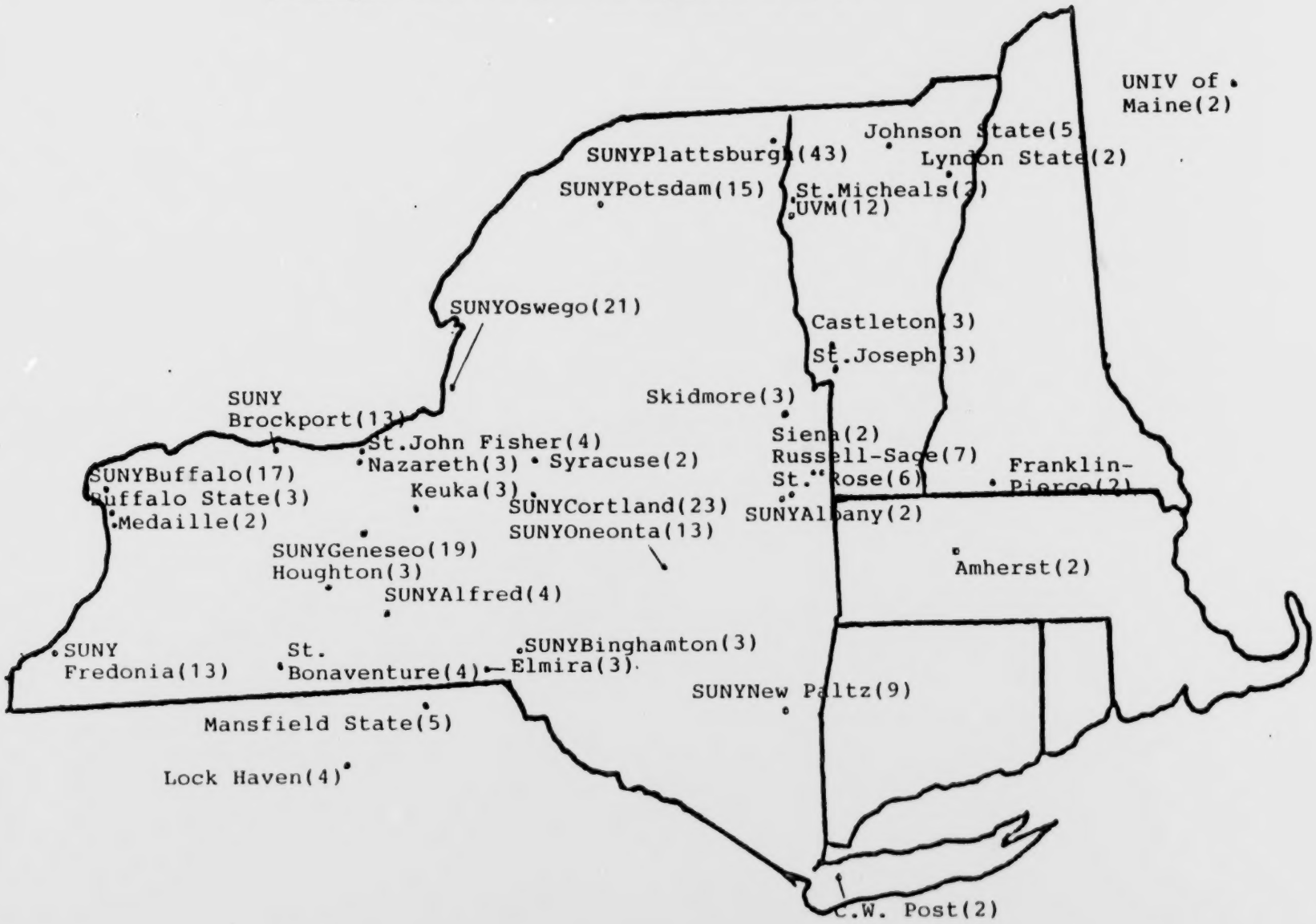
WHERE APPLICANT'S LIVE

Each dot indicates the hometown of the 355 applicants from the six state region.

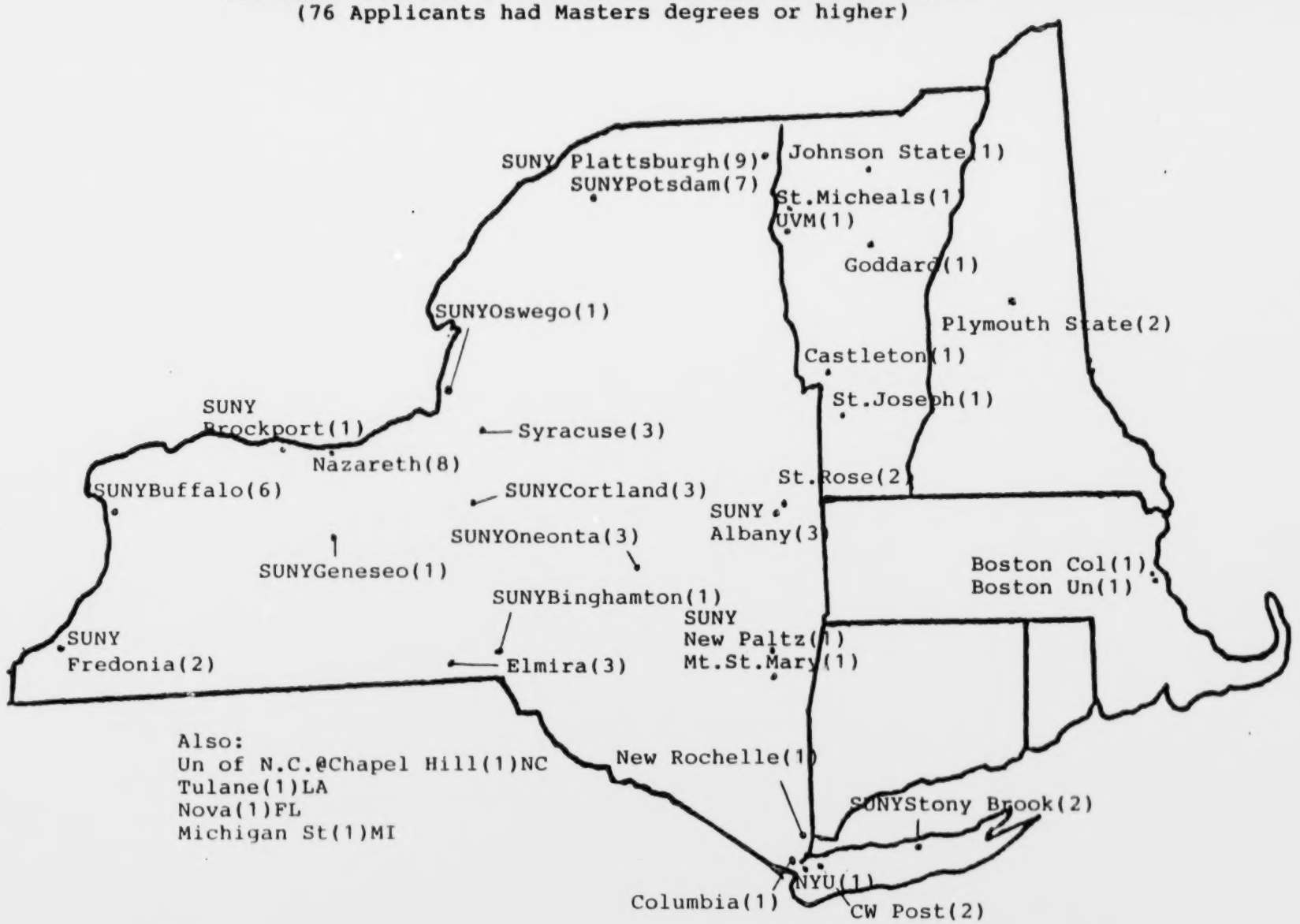


16 applicants came from states outside this region.

UNDERGRADUATE COLLEGES ATTENDED BY APPLICANTS
(Colleges with two or more applicants only)



GRADUATE COLLEGES OF APPLICANTS EARNING MASTERS DEGREES
(76 Applicants had Masters degrees or higher)



District Demography

Number of Surveys Sent by NYS County

Albany	6	Hamilton	1	Rensselaer	3
Allegany	3	Herkimer	2	Rockland	3
Broome	5	Jefferson	3	St. Lawrence	3
Cattaraugus	4	Lewis	1	Saratoga	3
Cayuga	3	Livingston	1	Schenectady	2
Chautaugua	4	Madison	2	Schoharie	2
Chemung	2	Monroe	9	Schuyler	1
Chenango	3	Montgomery	1	Seneca	1
Clinton	3	Nassau	16	Steuben	3
Columbia	3	NY City	(Not Surveyed)	Suffolk	17
Cortland	1	Niagra	5	Sullivan	3
Deleware	4	Oneida	4	Tioga	1
Dutchess	4	Onondaga	6	Tompkins	2
Erie	11	Ontario	2	Ulster	3
Essex	2	Orange	5	Warren	2
Franklin	2	Orleans	1	Washington	2
Fulton	2	Oswego	2	Wayne	2
Genesee	1	Otsego	3	Westchester	13
Greene	1	Putnam	1	Wyoming	2
				Yates	1

Total 200

Most Common Second Certifications of Elementary School Candidates n=80
(22% of all applicants had dual certification)

No. with 2nd Certification	Second Certification Area
19	Math
12	Special Education
9	Sciences (all)
8	Social Studies
8	Reading
8	English
4	French
4	Spanish
3	Business
2	Administration
2	Nurse (LPN)
1	Home Economics
1	Art
1	Phys. Ed.
1	School Counselor
1	German
Total 80	

Note: Three applicants had triple certification

APPENDIX 11

REPORTED RELATED EXPERIENCES BY ELEMENTARY TEACHER APPLICANTS

Number Reporting	Rank	Work Experiences (Types of Experiences)
63	1	DAY CARE WORK (Day Care Center Directors, Teachers, Head Start Teaching, Pre/Nursery School Teaching, etc.)
49	2	CAMP COUNSELOR (Summer Camp Counselor, 4-H, YMCA, Scout Camp, Private Camps)
33	3	PHYSICALLY HANDICAPPED WORK (ARC Work, Children's Hospitals, Special Olympics, etc.)
26	4	SPECIAL EDUCATION WORK (Special Education Aide or Assistant, ED or Option Classroom Aide, etc.)
25	5	RECREATION LEADER (Parks and Recreation Leader, Municipal Youth Leader, Summer Recreation Programs, etc.)
24	6	LIBRARY/MUSEUM WORK (Library Assistant, or Librarian, Museum Curators or Assistants)
23	7	SWIM INSTRUCTORS (Lifeguard, Swim Teachers, WSI's, Red Cross/YMCA Pools, etc.)
23	7	MUSIC EXPERIENCE (Instrumental Performer, Choral Group, Music Tutor, Piano Teacher/Player, etc.)
23	7	RELIGIOUS INSTRUCTION (Bible School Teacher, Church School Teacher, etc.)
19	8	OVERSEAS EXPERIENCE (Peace Corps, International Student Teaching, Exchange Student/Teacher, etc.)
18	9	YMCA/YWCA WORK (Local Y Instructor, Aerobics/Fitness Leader, Coach)
15	10	CPR/FIRST AIDE CERTIFICATION (Coaches, Lifeguards, Others With Certification)
13	11	SCOUTING (Boy/Girl Scout Leader)
11	12	ENVIRONMENTAL ED EXPERIENCE (Outdoor Ed. Teachers, Wilderness Leaders, Outward Bound, etc.)
6	13	EDITORS (Editors of School Newspapers, Yearbooks, Other Journalism Experience)
5	14	GIFTED AND TALENTED EXPERIENCE (Worked with, Tutored or Taught in a G & T Program)
4	15	SCHOOL CUSTODIAL EXPERIENCE (Worked Maintenance in a School setting)

NOTE: 61 applicants indicated they wanted to coach.

COMMENTS ON THE PROCESS OF GETTING AN
ELEMENTARY TEACHING JOB IN 1993
(paraphrased in some cases)

42 respondants of 60 surveyed

1 - Would like a national certification.
2 - Feel there is age discrimination, feel I will never get a job.
3. It is very difficult, but determined people with get their job.
4. Very stressful.
5. Difficult and expensive process, success depends on who you know, new teachers don't have a chance.
6. Very taxing process, still have strong desire and determination, suggest Canadian system where teacher colleges have extremely difficult entry requirements.
7. Difficult process, but understands budget cuts create tight market.
8. Frustrating!
9. Frustrating and discouraging, spent hours and dollars to no avail, positive attitude changing to "no hope".
10. Confident something will come up, I'll relocate, please hire me!
11. Difficult and discouraging.
12. I love teaching, good things will come in time.
13. Feels applications should be delivered in person, applications do not portray real person, glad to be able to give their opinion.
14. Very competitive.
15. Its like using a $4,000 fishing rod to fish a puddle.
16. Districts should be more honest, don't advertise if you already know who will get job.
17. Districts should accept placement folders or have universal computerized applications.
18. I thought that after 13 years of teaching, I'd easily find a job -- wrong!
19. Schools shouldn't have to advertise positions when they already know who they want. Happy to be surveyed.
20. I know I'll have to search nationwide and have to relocate my family.
21. I would like to know what my chances are before starting graduate school.
22. Like to see a universal application.
23. Administrators are no longer looking for best candidate, but fulfilling an obligation or political favor. Skills, talent and creativity rank last, so do I.
24. Districts should have more respect for applicants, required advertising hurts more people than it helps.
25. Thanks for the survey, I haven't heard one positive comment about the job market. I'm wondering what all my hard work was for.

26. It is not easy to find a position!
27. It is discouraging to be turned down because of lack of experience.
28. It is depressing, but I believe it will be worth the wait.
29. It is impossible, layed off teachers are absorbing any open positions.
30. Budget cuts are causing an excess of teachers with no positions.
31. The job market is flooded.
32. It is discouraging, I've applied to over 20 schools, I love to teach and wish I could just have the chance.
33. It is frustrating, it's my third summer out of school and not even an interview.
34. I'm thinking of joining the Peace Corps.
35. Unfortunately, there is still a "good old boy" network, it is not what you know, but who you know.
36. We are encouraging students to go into teaching but there are not jobs. There seems to be a stigma against substitutes, if we're good enough to sub, why not good enough for the job?
37. There seem to be political reasons for getting jobs, it is unfair.
38. It is all who you know, you have to have connections, forget about what you know!
39. Very difficult, no breakthroughs, something will come up.
40. I'm discouraged not be "discovered". I would have switched careers.
41. The more positions I see getting filled, the more I think its who you know, not what you know. Subbing experience hasn't helped me at all.
42. People who are really committed will find jobs, their commitment, or lack of it will show up in an interview.

TOP THREE THEMES OF COMMENTS ABOUT
GETTING A TEACHING POSITION

41%	1.	Generally Difficult, Discouraging, Frustrating	(18)
20%	2.	Job placement is political, pre-determined, "it's who you know"	(9)
18%	3.	It's difficult, but we're determined.	(8)

APPENDIX 14

RATINGS OF EDUCATION PREPARATION PROGRAMS BY GRADUATES

Overall Rating n=60	Plattsburgh Students n=27	Non-Plattsburgh Students n=33	Survey Question (In order of appearance on survey)
2.766	2.778	2.758	Student teaching experience.
2.433	2.519	2.364	College coursework
1.333	1.296	1.364	Information about jobs and job market
1.366	1.296	1.424	Information about certifications, coaching, other marketable skills
1.516	1.778	1.394	Resume writing, interviewing, job strategies
2.433	2.593	2.303	Current educational trends, i.e. Cooperative Learning, Whole Language, etc.
2.216	2.111	2.273	Student behaviors, discipline techniques, etc.
2.166	2.037	2.273	Teaching content areas
1.633	1.815	1.485	Special education skills, mainstreaming strategies
2.200	2.259	2.242	Education (EDU) courses generally
2.366	2.482	2.273	Your education professors generally
1.533	1.704	1.394	Use of computers and technology in the classroom

KEY: 3.0 - Excellent
2.0 - Satisfactory
1.0 - Unsatisfactory
0 - Non-existent

TOP FIVE - BOTTOM FIVE
RATING EDUCATION PREPARATION PROGRAMS

TOP FIVE

Overall ratings (n=60) of MOST SATISFACTORY aspects of respondents' college education preparation programs. (Listed from most favorable)

Rating	
1. 2.766	Student teaching experience
2. 2.433	Current educational trends, i.e. whole language, etc.
3. 2.433	College coursework generally
4. 2.366	Education professors generally
5. 2.216	Student behaviors, discipline strategies

BOTTOM FIVE

Overall ratings (n=60) of LEAST SATISFACTORY aspects of respondents' college education preparation programs. (Listed from most unsatisfactory)

Rating	
1. 1.333	Information about jobs and job market
2. 1.366	Information about certifications, coaching, marketability
3. 1.516	Resume writing, interviewing, job strategies
4. 1.533	Use of computers and technology in the classroom
5. 1.633	Special education skills, mainstreaming strategies

THE "MIDDLE TWO"

1. 2.200	Education courses (EDU) generally
2. 2.166	Teaching current areas

KEY: 3.0 - Excellent
2.0 - Satisfactory
1.0 - Unsatisfactory
0 - Non-existent

APPENDIX 16

RECRUITING METHODS

Of the 355 applicants responding, 151 indicated how they learned about the job opening.

Newspaper Ads	126*	
Word of Mouth	7	
College Placement Office	2	
"Teaching Opportunities"	2	
Total Respondents	137	(38%)

* Newspapers Ranked

1.	Rochester DEMOCRAT & CHRONICLE	24
2.	Buffalo EVENING NEWS	22
3.	Syracuse HERALD-AMERICAN	21
4.	Glens Falls POST STAR	16
5.	Binghamton PRESS-SUN BULLETIN	15
6.	Poughkeepsie JOURNAL	11
7.	Burlington FREE PRESS	9
8.	Albany TIMES UNION	3
9.	TIMES OF TICONDEROGA	3
10.	Rutland HEARLD	1
11.	Watertown DAILY TIMES	1
		126

REPORTED TEACHER SHORTAGE AREAS
IN UPSTATE NEW YORK/LONG ISLAND

Rank	Subject Area	No. Administrators Responding
1	Physics	138
2	Foreign Language	111
3	Chemistry	108
4	Librarian	92
5	Special Education	79
6	Technology (Ind. Arts)	74
7	Earth Science	63
8	Mathematics	61
9	Guidance Counselor	51
10	Home Economics	41
11	Biology	32
12	Music	28
13	Compensatory Ed.	24
14	Art	14
14	Health/Physical Education	14
16	E.S.L./Bilingual*	10
17	School Psychologist*	9
18	Speech*	7
19	Social Worker*	4
20	English	3
21	Black History*	2
21	Social Studies	2
23	School Nurse*	1
23	Computer Science*	1
23	Elementary Education	1 (Indicated "Males Only")

* Write-in Responses

REPORTED EXTRACURRICULAR AREA SHORTAGES IN UPSTATE NEW YORK/LONG ISLAND

Rank	Extracurricular Position	No. Administrators Responding
1	Yearbook Advisor	14
2	Coaching, generally	13
3	Wrestling Coach	10
4	Drama Director	9
5	Class Advisor	7
6	Gymnastics Coach	6
6	Swim Coach	6
6	Student Council Advisor	6
6	Boys Basketball Coach	6
6	Girls Basketball Coach	6
11	Cheerleading Coach	5
11	Newspaper Advisor	5
13	Debate Team Advisor	4
13	Football Coach	4
13	Volleyball Coach	4
13	Track Coach	4
17	Hockey Coach	3
17	LaCross Coach	3
17	Music Group Director	3
17	Science Club Advisor	3
17	Girls' Sports, generally	3
22	Athletic Director	2
23	The following all mentioned once by administrators surveyed: Chess Club, Fencing, Bowling, Softball, Soccer, Skiing, Computer Club, Girls Track, Baseball, Gifted & Talented	

APPENDIX 19

RATINGS OF PLATTSBURGH STATE EDUCATION PREPARATION

by PSUC Graduates (n=27)

Ratings are listed in order of satisfaction by alumni.

---Satisfactory to Excellent---

Rank	Rating	Survey Item
1.	2.778	Student teaching experience*
2.	2.593	Current educational trends, i.e. whole language, etc.*
3.	2.519	College coursework generally*
4.	2.482	Your education professors generally*
5.	2.259	Education courses (EDU) generally*
6.	2.111	Student behaviors, discipline techniques, etc. ±
7.	2.037	Teaching content areas ±
8.	1.815	Special education skills, mainstreaming strategies*
9.	1.778	Resume writing, interviewing, job strategies*
10.	1.704	Use of computers and technology in the classroom*
11.	1.296	Information about certifications, coaching, marketability ±
12.	1.296	Information about jobs, job market ±

---Unsatisfactory

* These areas were rated higher than the average of all respondents.

± These areas were rated lower than the average of all respondents.

KEY: 3.0 - Excellent
2.0 - Satisfactory
1.0 - Unsatisfactory
0 - Non-existent

RESPONSES FROM PLATTSBURGH STATE GRADUATES ONLY

Question: What undergraduate education course (EDU) was your favorite? (Other than student teaching or block work)

RESULTS

No. of Responses	Course Title & Number (if given)
10	Language Arts EDR 315
2	Children's Lit. EDR 460
2	Teaching El. Math EDM 453
2	Advanced Writing
1	Exploring Ed. Issues EDU 330
1	Intro. to Teaching
1	Psychological Aspects of Classroom
1	Classroom Mgt. Behavior
1	Internship EDU 495
1	Adm/Teaching Methods
1	Early Childhood Ed.
1	Test & Measurements
1	Teaching Social Studies
1	Diagnostic Reading EDR 480
1	Computers in Education EDU 480
27	Total Number of Respondents (27 of 27)

Teacher Resume' Tips (Beyond the Normal Resume' Items)

The following characteristics that appeared on resumes' caught my eye and, hence, separated them from the crowd. (Done after a review of 355 applications for a first grade position.)

- "Paid 100% of my college expenses" statement.
- Fluent or semi-fluent in second language (French, Spanish, etc.)
- Dual Certifications
- CPR/First Aid Certifications
- Military experience
- Other jobs, especially unique ones.
- International travel
- Musical instrument or Drama experience.
- Computer knowledge, i.e., IBM/McIntosh literate, etc.
- Minors and Majors in college if different from expected.
- Library or Museum experience.
- Coaching Certification/interest
- Community involvement, i.e., politics, clubs, church, etc.
- Willingness to live in district.
- Special Ed./ G & T experience.
- Youth, willingness to come in at reasonable salary.
- Enthusiasm, statement about loyalty to organization, etc.
- Sign Language ability.
- Master's Degree or work
- R.A. in college?
- Volunteerism, i.e., Special Olympics, Scouting, Little League, etc.
- Written hastily vs. typed.
- Follow-up letter or single call.
- Well organized, spaced resume', not confusing.

List prepared by William R. Connors, CAS, Administrator
Ticonderoga Central Schools

General Recruiting Information

TEACHING OPPORTUNITIES 908-246-7046
637 Georges Road
No. Brunswick, NJ 08902-3331
(Free)

NATIONAL TEACHERS CLEARINGHOUSE 617-267-3204
P.O. Box 1257
Boston, MA 02118-1257
(Free)

JOB NETWORK INFORMATION SERVICE 518-474-0097
Bureau of Continuing Ed. Planning,
Research and Info.
NYS Education Department
Cultural Ed. Center - Room 5D61
Albany, NY 12230
(Free)

SUNYsearch FOR EDUCATORS 716-645-2753
c/o Career Planning & Placement
SUNY Buffalo, Capen Hall - 252
Buffalo, NY 14260-1635
($50/search of 14 SUNY Colleges)

CLASSIFIED ADVERTISING NETWORK OF N.Y. 518-449-1667
The Carriage House, 8 Thurlow Terrace
Albany, NY 12203
($300/25 wds. in 34 NYS papers)

COLLEGE CURRICULUM INFORMATION SERVICE 518-473-1217
Bureau of Academic Info & Reports
NYS Education Department
Cultural Ed. Center - Room 5B35
Albany, NY 12214-0301
(Free search for professional degrees list)